

Brady Independent School District

Brady Middle School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Mission Statement

Brady Middle School is united in our commitment to maintain a safe, respectful environment that instills personal responsibility and encourages excellence in academic and extracurricular endeavors, while educating students to their fullest potential to achieve beyond state expectations.

BISD Lone Star Governance Goals

Goal #1 The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 64.8% to 95% by the end of the school year 2022.

Goal #2 All students 3-8 will increase their STAAR scores by at least 10% from their previous year's test score for each test taken.

Goal #3 The percentage of Brady High School students passing all EOC test will increase from 71% to 90% by 2022.

Goal #4 The percentage of Brady High School students participating in AP and/or Dual Credit Courses will increase from 10% to 25% by 2022.

Goal #5 The percentage of staff/teacher/administrator's retention rate will increase from 75% to 95% by 2022.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

-The 2020-2021 school year will have 76 sixth graders, 85 seventh graders, and 81 eighth graders. Small class sizes allow for a modification in scheduling. However, BMS is losing two SPED teachers. We need to rehire at least one to help with scheduling SPED students in GOAL classes and inclusion classes.

-Robotics has been an excellent addition to the schedule. We will not offer Algebra I or Spanish I to students in the 2020-2021 SY.

-At-Risk students are mainly identified as At-Risk due to STAAR test failure. These students are assigned a math and/or reading GOAL class for extra practice in the lacking subject. GOAL classes, for the 2020-2021 SY, will be assigned based upon teacher recommendation, benchmark scores, and past STAAR scores.

-Attendance was suffering prior to COVID. BMS has since increased attendance ratings due to providing online instruction for all students.

Demographics Strengths

Brady Middle School has a counselor, a parent liaison for BISD, a full-time nurse, a full-time aide for the Life Skills classroom, a Gifted and Talented teacher, and two full-time GOAL Math teachers. GOAL classes are designed to give extra practice for at-risk students, and all ESL students. GOAL Reading students are enrolled in the Imagine Learning program. There are multiple classes for dyslexia intervention, and Special Education students are in inclusion settings with teacher aide support. Also, additional elective courses have been added.

Student Achievement

Student Achievement Summary

- Continue to work to close the gap between subpopulations, especially females vs. males and Hispanic vs. White.*
- Continue to improve 6th grade across all areas of content.*
- Continue ELL support through inclusion, GOAL, and Imagine Learning.*
- Work to increase commended ratings by differentiating instruction for high achievers. Include a pullout GT class and activity period to accommodate needs of these students.*

Student Achievement Strengths

Percent of students passing the STAAR Science is tracking upward; 6-8 Math & Reading all saw most-subpopulations improving their scores, some by 10%+; BMS beats or meets the state and region passing rate averages in all tests 6-8 including subjects: Math, Reading, Science, Social Studies & Writing; 7th Math & 8th Reading and Math - White and Hispanic scores are comparable at the "meets" level; 7th grade Writing females outperformed males; Earned all 7 distinctions from TEA.

School Culture and Climate

School Culture and Climate Summary

- Incentives for students to pass at all grade levels, including grade level field trips, activities, and rewards.*
- Activities to foster comradery and positive communication among staff, especially beginning of year for new staff.*
- Beginning of the year parent meeting to instruct parents on TxConnect, Remind, Google to try to boost the number of parents using the programs to monitor their students.*

School Culture and Climate Strengths

Children are safe at school, motivated by teachers, academically challenged, feel as though they can talk to the principal and assistant principal, and feel that athletics is a deterrent for poor/missing work. BMS has a positive attitude.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

-Incentives for teachers to stay in the district include: lunches, housing, daycare, bonuses, and birthdays off.

-The district has a problem with disproportional salaries. There are teachers teaching electives that make extravagant salaries, more than administrators. Salaries have become negotiable and have created contention in the district.

Staff Quality, Recruitment, and Retention Strengths

Qualified teachers; teacher to student ratio; inclusion support; special needs support; reliable administration; parent liaison, discipline; more local leave added; teacher and staff are involved; work is attached to detention form; lead teacher stipend; safety training for teacher; insurance contribution.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

PE needs a projector; BMS should work on coaches' schedules and balancing the boy-girl ratio.

Curriculum, Instruction, and Assessment Strengths

Google Classroom; Reading and Math GOAL classes; ACE after school program; after school tutorials; inclusion support; 8 period day allows for more electives.

Parent and Community Engagement

Parent and Community Engagement Summary

- BMS has an amazing, supportive PATS organization, but it is in need of more parent and teacher involvement.*
- BMS uses Remind and BISD School Messenger, but it still needs a good communication tool between parents and teachers.*
- BMS has a new Facebook page, and parents have access to Google Classroom and Gradebook.*
- BMS uses Survey Monkey to generate quick teacher input.*
- BMS should offer Remind codes and TxConnect access at schedule pickup night. Teachers can also add incentives for Remind signups on their syllabus.*

Parent and Community Engagement Strengths

Large parent turnout for sporting; community and parental support in Veterans program; ACE program; Total staff support and community involvement during Red Ribbon Week; Incredible PATS group; Remind for Homework and Detentions.

School Context and Organization

School Context and Organization Summary

- Consider an alternative UIL schedule to accommodate students who are not in UIL. We could offer tutorials during this time.*
- The alternative schedule could be an Activity schedule that includes UIL, GT, Tutorials, etc.*
- Consequences for absences before or after a game day for athletics could deter some students from missing.*

School Context and Organization Strengths

Schoolwide organization; leadership, rewards, Title I; Student Support; Teacher aides; test organization; tutorials; classroom supplies; school-wide field trip checklist; functional copy machines; GOAL classes; Spanish for HS credit.

Technology

Technology Summary

- Staff should have access to new laptops, ipads, and/or Smartboards.*
- Students and staff need more training on Google Docs and Microsoft programs.*
- Google Classroom training by on-staff experts - Crain, Mitchell, Drake, Tarr*

Technology Strengths









Staff access to computers; quick response for tech help; class set of laptops; security system; iPads for 6th grade ELAR, 8 Science, and 6 Math; Eduphoria for data collection; access to Gradebook for parents; new copiers; use of Google Classroom.









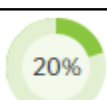
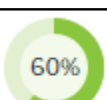

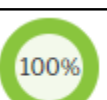
Goals













Goal 1: Be academically excellent by providing quality education and diverse opportunities to ensure all students to be successful and productive citizens
BISD GOAL #2 ALL STUDENTS 3-8 WILL INCREASE THEIR STAAR SCORES BY AT LEAST 10% FROM THEIR PREVIOUS YEAR'S TEST SCORE FOR EACH TEST TAKEN.













Performance Objective 1: By August 2021, as a campus, we will exceed the State Average in assessment performance in Reading, Writing, Math, Science, & Social Studies which will include all student groups tested. Each content area will improve by 10%.













Evaluation Data Sources: Unit Tests, Benchmarks, STAAR, STAAR Alt 2, PEIMS data, Grades & Failure Lists





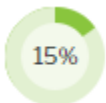







Strategy 1 Details	Reviews			
Strategy 1: Utilize Eduphoria, STAAR Test Maker, TEKS Resource System to create TEKS based/STAAR formatted assessments. TC 2.a,b Strategy's Expected Result/Impact: (1) Impact will be measured by improved performance of State Assessments. (2) Implementation will be measured by assessment development. Staff Responsible for Monitoring: Principal, All Teachers, Asst. Principal and PEIMS Director Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum	Formative			Summative
	Oct	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize all pre-referral strategies to determine educational needs of students struggling in classrooms TC 2.a,d Strategy's Expected Result/Impact: Decrease in number of referrals Staff Responsible for Monitoring: Principal, Teachers, Sp.Ed Teacher, 504 Coordinator, Dyslexic Coordinator, ACCESS Team, HOT Coop Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
				









Strategy 3 Details		Reviews			
Strategy 3: Utilize Inclusion teachers and paraprofessionals for extra classroom assistance for At-Risk, 504, Dyslexic and Sp Ed to ensure success of students TC 2.a-d, 3, 9 Strategy's Expected Result/Impact: Improved grades every six weeks. Reduction in failure rates. Staff Responsible for Monitoring: Principal 504 Coordinator Teachers Sp. Ed Teacher Inclusion/Teachers Paraprofessionals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: Benchmark testing at all grade levels prior to the administration of designated STAAR tests using released STAAR tests & TEKS based benchmarks for 6 & 7 Sc/SS TC 2, 8, 9 Strategy's Expected Result/Impact: Scores on benchmarks will indicate preparedness for STAAR Staff Responsible for Monitoring: Principal, AP, All core and Lead teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Mar	May	June
					
Strategy 5 Details		Reviews			
Strategy 5: Provide staff development, substitutes, and supplies for improvement/enrichment in ELAR, Science, Math, and Social Studies including advanced technology TC 2.a,b,c, 3 Strategy's Expected Result/Impact: Improved overall averages and improved performance on State Assessments Staff Responsible for Monitoring: Principal, Reg XV Staff Mentor Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		Formative			Summative
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Strategy 6 Details	Reviews			
Strategy 6: Utilize GOAL Math in 6-8 for remediation classes plus Mentoring Minds, Carnegie Math, STAAR Master, Kamico, & Imagine Math for 6-8 math instruction for students demonstrating a need and for students experiencing difficulty mastering math TC 2.b, 9 Strategy's Expected Result/Impact: Improved six weeks averages. Reduction in failure rate. Improved performance on State Assessments Staff Responsible for Monitoring: Principal All Math Teachers Sp. Ed Teachers/Paras Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
				
Strategy 7 Details	Reviews			
Strategy 7: Utilize Imagine Learning and STAAR Master in 6-8 for reading remediation classes along with guided instruction, Springboard ELA, Language Workshop, Study Island, and Kamico for students demonstrating a need and for students experiencing difficulty mastering reading including ELLs, 504, SpEd, & at-risk students. TC 2.b, 9 Strategy's Expected Result/Impact: Improved six weeks averages. Reduction in failure rate. Improved performance on State Assessments Staff Responsible for Monitoring: Principal Assistant Principal All ELAR teachers GOAL reading teacher ISS Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
				
Strategy 8 Details	Reviews			
Strategy 8: Integration of technology in all core subjects based instruction and software to address the needs of differentiated learners which includes Kahoot, icivics, Study Island, Quizlet.com, Science Fusion, Google Classroom, & Think Central, for 6-8. TC 2.d, 9 Strategy's Expected Result/Impact: Improved performances on State Assessments Staff Responsible for Monitoring: Principal, Assistant Principal All SS & Sc Teachers, Piems Director Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
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Strategy 9 Details	Reviews			
Strategy 9: Utilize previous STAAR tests & benchmarks to determine appropriate testing groupings, needs, and accommodations for students in special populations and STAAR with accommodations.; TC 2, 8 Strategy's Expected Result/Impact: Measurable & improved academic growth of all special populations Staff Responsible for Monitoring: Principal, HOT Coop Diag, SpEd Teachers RegEd Teachers 504 Coordinator Dyslexia Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
				
Strategy 10 Details	Reviews			
Strategy 10: Provide reading tutorial time during the school day for At-Risk students, students failing reading and for students experiencing difficulty mastering state standards in reading TC 2.c, 8, 9 Strategy's Expected Result/Impact: Reduction in failure rate and improved performance on Reading State Assessments Staff Responsible for Monitoring: Principal Assistant Principal Title I Reading Tutors Reading Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - RLIS, - Title I, Part A	Formative			Summative
	Oct	Mar	May	June
				
Strategy 11 Details	Reviews			
Strategy 11: Provide Extended-Day-Tutorial Sessions for students who are at risk of not meeting standards on State Reading, Writing, Math, Science & History Tests TC 2.c,d Strategy's Expected Result/Impact: Students passing all State Assessments Staff Responsible for Monitoring: Principal, All Core Teachers GOAL Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - RLIS - \$3,700	Formative			Summative
	Oct	Mar	May	June
				

Strategy 12 Details	Reviews			
Strategy 12: Utilize ESC Services, Various Workshops, Conferences, TEKS Resource System & Lead4ward services to enhance student learning through staff training TC 2.a, 3,4 Strategy's Expected Result/Impact: Reduction in failure rate and improved performance on State Assessments Staff Responsible for Monitoring: Principal All Staff ESC Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
				
Strategy 13 Details	Reviews			
Strategy 13: Special education students will be provided accelerated instruction at their assessment level in preparation for testing TC 2a,b,c,d,4 Strategy's Expected Result/Impact: Students testing at increased levels from year to year Staff Responsible for Monitoring: Principal, Special education Regular education teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
				
Strategy 14 Details	Reviews			
Strategy 14: Teachers will be expected to teach following the STAAR Blueprints, STAAR Schematic & TEKS Assessment Guide & Process Standards provided by the Texas Education Agency and principals will monitor classes TC 2c, 8 Strategy's Expected Result/Impact: Lesson plans, six week unit tests, benchmarks, progress reports, & report cards Staff Responsible for Monitoring: Principal, AP All Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
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Strategy 15 Details	Reviews			
Strategy 15: IPads provided to improve instruction in 6th ELAR, 6th Math, & 6-8 Science. Addition of IPads will be added to 8th ELAR classes. TC 2c Strategy's Expected Result/Impact: Lesson Plans, Unit Assessments Benchmarks State Assessments Staff Responsible for Monitoring: Principal & AP Science Teachers 6 & 8 ELAR & 6 Math Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
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Strategy 16 Details	Reviews			
Strategy 16: All curriculum will be based on the student expectations as spelled out in the TEKS TC 2a, b, c Strategy's Expected Result/Impact: TEA Blueprints, TEKS Assessment Guides & Process Standards, Benchmark data, progress reports, report cards, state assessments Staff Responsible for Monitoring: Principal, AP All Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
				
Strategy 17 Details	Reviews			
Strategy 17: GT Advanced Robotics will be provided for all identified GT students. Additional and tutorial time for students needing additional support plus all GT student 8th grades with the option of Algebra I in 8th grade. TC 2d Strategy's Expected Result/Impact: Student progress reports, benchmarks, state math assessments, robotics, lessons w/ field trips Staff Responsible for Monitoring: Principal Assistant Principal GT Teacher/Director/Robotics Teacher Algebra I Teacher Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
				













Strategy 18 Details	Reviews			
Strategy 18: Student identified as in need of dyslexic services will receive instruction in the Scottish Rite program TC 2a,b,c,d,e, 9 Strategy's Expected Result/Impact: Progress Reports, Reading assessment data, Report Cards, Improvement of Reading State Assessment Staff Responsible for Monitoring: Principal Dyslexia Teacher ACCESS Team 504 Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
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



Goal 1: Be academically excellent by providing quality education and diverse opportunities to ensure all students to be successful and productive citizens
BISD GOAL #2 ALL STUDENTS 3-8 WILL INCREASE THEIR STAAR SCORES BY AT LEAST 10% FROM THEIR PREVIOUS YEAR'S TEST SCORE FOR EACH TEST TAKEN.

Performance Objective 2: For 2020-2021, certified teachers will continue to teach 100% of all classes, and the level of highly qualified paraprofessionals assisting with student instruction will be maintained at 100%, and 100% of teachers will receive high quality professional development.

Evaluation Data Sources: Six Weeks Grades, Unit Tests, Benchmarks, STAAR. STAAR Alt 2

Strategy 1 Details	Reviews			
Strategy 1: Content teams will meet to plan curriculum taught and implement best practice at each grade level in core areas TC 1,4,8 Strategy's Expected Result/Impact: Improved learning Staff Responsible for Monitoring: Principal, All teachers Team Leaders Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Professional development will be provided for Curriculum using Differentiated Instruction, T-TESS Orientation for all Teachers, Strategies for Discipline, SpEd training/orientation, Inclusion Support, Imagine Learning, Eduphoria, & LPAC/ELPS/ELs Training. Substitutes when needed will be provided for staff development TC 4,2d Strategy's Expected Result/Impact: Lesson Plans Progress reports, Report Cards Six Week Unit Tests Benchmarks State Assessments Staff Responsible for Monitoring: Principal, AP ESC Staff, Instructional/Piems Director 504/ESL Coordinator All Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
				

Strategy 3 Details	Reviews			
Strategy 3: Meaningful, scientific research-based professional development provided for all teachers and paraprofessionals as determined by the campus improvement committee. Substitutes will be provided for all staff development TC 4 Strategy's Expected Result/Impact: All teachers will be qualified and trained in their content area; paraprofessionals will be highly qualified Staff Responsible for Monitoring: Principal AP CIP Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
				
Strategy 4 Details	Reviews			
Strategy 4: Staff development for all core subjects that includes differentiated instruction will be provided TC 2a,b,c,d,4 Strategy's Expected Result/Impact: Improved student achievement, progress reports, report cards Staff Responsible for Monitoring: Principal All Core Teachers ESC Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
				
Strategy 5 Details	Reviews			
Strategy 5: New teachers will be provided a mentor TC4 Strategy's Expected Result/Impact: Campus data Staff Responsible for Monitoring: Principal, Mentors Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
				

Strategy 6 Details	Reviews			
Strategy 6: Administrators will recruit qualified staff TC 5 Strategy's Expected Result/Impact: Personnel applications, records, certifications Staff Responsible for Monitoring: Superintendent, Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Oct	Mar	May	June
				
Strategy 7 Details	Reviews			
Strategy 7: Positive Behavior Systems are in place to decrease classroom and office referrals. Strategy's Expected Result/Impact: Improved student discipline as documented in PEIMS Staff Responsible for Monitoring: Principal & AP All Classroom Teachers & Staff Counselor ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June
				
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Goal 2: Promote all stakeholders to the K-12 initiative on college and career readiness, assessment and communication.

BISD GOAL #4 THE PERCENTAGE OF BRADY HIGH SCHOOL STUDENTS PARTICIPATING IN AP AND/OR DUAL CREDIT COURSES WILL INCREASE FROM 10% TO 25% BY 2022.

Goal 3: Perpetually upgrade and implement modern technology to enhance the current instruction and future success of students.

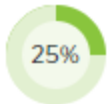











Goal 4: Provide an atmosphere that promotes a positive, exciting, and safe learning environment for each student.













BISD GOAL #5 THE PERCENTAGE OF STAFF/TEACHER/ADMINISTRATOR'S RETENTION RATE WILL INCREASE FROM 75% TO 95% BY 2022.









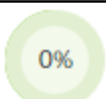
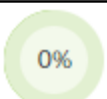
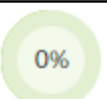




Performance Objective 1: By May 2021, the number of violent incidents will be maintained at 0% as measured by PEIMS and Brady Middle School will continue to maintain a safe, orderly, and drug free environment as measured by PEIMS.

HB3 Goal

Evaluation Data Sources: PEIMS Records, Discipline Referrals

Strategy 1 Details	Reviews			
Strategy 1: Participate in Worth the Wait, Scott & White Abstinence Program and Social -Emotional Learning Programs TC 2d,10 Strategy's Expected Result/Impact: Pregnancy rates, surveys, mental health success rates Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Participate in the Drug Free School week (Red Ribbon Week) along with a Drug Free Program; Participate in Alcohol & Drug Awareness Council of the Concho Valley Program TC 2d,10 Strategy's Expected Result/Impact: Student knowledge of drug awareness in class discussion, Drug Testing Results Staff Responsible for Monitoring: Student Council & Sponsor Principal Science Teachers Teachers/Staff Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
				
Strategy 3 Details	Reviews			
Strategy 3: Present Sexting and Inappropriate Relationships Program appropriate per grade level TC 2d,10 Strategy's Expected Result/Impact: Increased understanding in dealing with life in middle school Staff Responsible for Monitoring: Counselor Principal McCulloch County Juvenile Probation Officer Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
				

Strategy 4 Details	Reviews			
Strategy 4: Participate in ISAFE program and participate in programs on internet safety. TC 2d,10 Strategy's Expected Result/Impact: Increased understanding, awareness of internet/cell phone safety along with understanding social media impacts. Staff Responsible for Monitoring: Principal, Homeroom teachers Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
				
Strategy 5 Details	Reviews			
Strategy 5: Include Class Meetings and Grade Level Counseling Sessions in each grade level to promote positive communication. TC 2d,10 Strategy's Expected Result/Impact: Reduction in discipline referrals Staff Responsible for Monitoring: Principal, Counselor, All teachers Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June
				
Strategy 6 Details	Reviews			
Strategy 6: Empower students to document and report incidents of harassment (bullying and sexual) prevention TC 2d,10 Strategy's Expected Result/Impact: Positive student safety survey results Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, All Teachers, All Students, All Parents, STOPit Alert Management System ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June
				

Strategy 7 Details	Reviews			
Strategy 7: Continue to participate and implement the Classroom Management Behavior TC 2d,4 Strategy's Expected Result/Impact: Improvement in overall campus climate, surveys Staff Responsible for Monitoring: Principal Asst. Principal Faculty Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June
				
Strategy 8 Details	Reviews			
Strategy 8: DAEP services will be assigned as needed by BMS, and a full-time DAEP teacher will be provided by BISD. TEC 37.0832. Strategy's Expected Result/Impact: Improvement in overall in campus behavior, climate and safety while serving student groups equally, improving attendance rates, stop dropouts, graduation rates @ 100%, and continued success on all assessments. Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Title I, Part A - \$28,785	Formative			Summative
	Oct	Mar	May	June
				
Strategy 9 Details	Reviews			
Strategy 9: Implement Positive Behavioral Interventions and Supports for improvement, attendance, grades, and character through the Live School school-wide program. Strategy's Expected Result/Impact: Improvement in overall in campus behavior, climate and safety while serving student groups equally, improving attendance rates, stop dropouts, graduation rates @ 100%, and continued success on all assessments. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: - RLIS - \$2,670	Formative			Summative
	Oct	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 4: Provide an atmosphere that promotes a positive, exciting, and safe learning environment for each student.













BISD GOAL #5 THE PERCENTAGE OF STAFF/TEACHER/ADMINISTRATOR'S RETENTION RATE WILL INCREASE FROM 75% TO 95% BY 2022.









Performance Objective 2: By May 2021, a dropout rate of less than 1% for all students and all student groups will be maintained at Brady Middle School as well as Brady ISD achieving a completion rate of at least 98.5%.

HB3 Goal

Evaluation Data Sources: PEIMS Records

Strategy 1 Details	Reviews			
Strategy 1: Prepare for transition to high school in 8th grade TC 2d,10 Strategy's Expected Result/Impact: Provide opportunity to complete 4-year plan Staff Responsible for Monitoring: Principal, BMS & BHS Counselor ARD Committee Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Actively contact parents concerning student absences including use of School Messenger, Remind, home visits by principals, parent liaison and phone calls. TC 2d,6,10 Strategy's Expected Result/Impact: Decrease in absences by six weeks Staff Responsible for Monitoring: Principal, Asst. Principal, Attendance Clerk, Parent Liaison, SRO Officer, Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June
				

Strategy 3 Details	Reviews			
Strategy 3: Re-evaluation guidelines for Special Education will be followed TC 2c,d,8,9 Strategy's Expected Result/Impact: Yearly ARD evaluations will show educational growth Staff Responsible for Monitoring: Special Education Teachers Regular Education Teachers HOT Diagnostician Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide tutorial time before, during and after the school day for students at risk for failing core subject areas and for students experiencing difficulty mastering any of the state standards. TC 2a,b,c,d,3,8,9 Strategy's Expected Result/Impact: Improvement in students grades & state assessments. Staff Responsible for Monitoring: All Teachers/Paras GOAL Math and Reading Teachers Title I Reading Tutors ACE Program Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
				
Strategy 5 Details	Reviews			
Strategy 5: Identify and inform homeless and/or migrant students of services provided by the District TC 9,10 Strategy's Expected Result/Impact: Number of homeless and migrant identified Staff Responsible for Monitoring: Principal PIEMS Director Parent Liaison Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June
				

Strategy 6 Details	Reviews			
Strategy 6: College planning sessions will be held for students and including college field trip(s), guest speakers, & Education! Go Get It! Week(s) for 6-8. TC 2d,10 Strategy's Expected Result/Impact: Class & school activities & research assignments. Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, All Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Provide an atmosphere that promotes a positive, exciting, and safe learning environment for each student.

BISD GOAL #5 THE PERCENTAGE OF STAFF/TEACHER/ADMINISTRATOR'S RETENTION RATE WILL INCREASE FROM 75% TO 95% BY 2022.

Performance Objective 3: In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Brady Middle School will be 100% compliant by ensuring that parents are informed and involved through the activities stated.













HB3 Goal














Evaluation Data Sources: These mandates have been identified as non-priority strategies for this school year. They will be implemented at 100% and re-evaluated for increasing or decreasing priority each school year.













Goal 5: Maximize parental and community involvement opportunities.









Performance Objective 1: By May 2021, at least 98% of all students, parents and/or family members will participate in at least one academic activity for/with their child(ren).

Evaluation Data Sources: School records indicate that at least 98% of students, parents/family members participated in partnership in education opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Parent Report Card Night-1st 6 Wks Schedule individual parent/ teacher conferences & parent contacts for all students TC 2a,6,9 Strategy's Expected Result/Impact: 75-90% of parents attending Staff Responsible for Monitoring: Principal Asst. Principal All Staff Parent Liaison Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hold a meeting for each grade level (6-8) for parents to receive information to prepare their child for the new school year including schedule pick-up and meet the teacher. Also cover Parent Involvement Policy and Title I/ESSA Policies. TC 2c,d,6 Strategy's Expected Result/Impact: Increased number of parents involved in education opportunities Staff Responsible for Monitoring: Principal All Staff BMS-CIP Team PATS Parent Liaison Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June
				
Strategy 3 Details	Reviews			
Strategy 3: Update BMS website weekly, write and post BMS News, post information on school website and social media pages, use School Messenger for students, staff, & parents TC 6 Strategy's Expected Result/Impact: Increase in parental awareness Staff Responsible for Monitoring: Principal Assistant Principal Librarian All Staff Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June
				

Strategy 4 Details		Reviews			
Strategy 4: Send home a three-week progress report for each student and a six weeks report card TC 2b,6,9 Strategy's Expected Result/Impact: Increase of parental awareness Staff Responsible for Monitoring: Principal, All Teachers PIEMS Coordinator Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture		Formative			Summative
		Oct	Mar	May	June
					
Strategy 5 Details		Reviews			
Strategy 5: Annual parent involvement presentation at Meet the Teacher for all parents TC 6,4 Strategy's Expected Result/Impact: Increased awareness of parent involvement Staff Responsible for Monitoring: Staff Parents Principal AP Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture		Formative			Summative
		Oct	Mar	May	June
					
Strategy 6 Details		Reviews			
Strategy 6: Continue development and growth of the PATS organizations (Parents and Teachers for Students) TC 6,10 Strategy's Expected Result/Impact: Increased volunteerism & parent involvement using media sources Staff Responsible for Monitoring: Principal CIP Team Parents All Teachers/Staff Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Mar	May	June
					
Strategy 7 Details		Reviews			
Strategy 7: Utilize the marquee to display upcoming middle school events TC 6 Strategy's Expected Result/Impact: Increase in parental awareness in school activities Staff Responsible for Monitoring: Principal, Asst. Principal Librarian Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Mar	May	June
					

Strategy 8 Details		Reviews			
Strategy 8: Provide parents test results, school report cards, newsletters and other notifications in both English and Spanish, and encourage parents to contact principal/parent liaison to receive assistance with interpreting results. Provide assessment results in a language parents can understand. TC 2a,b,c,d,4,9 Strategy's Expected Result/Impact: Increase of parental awareness in academic progress Staff Responsible for Monitoring: Principal, Asst. Principal Parent Liaison Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Mar	May	June
					
Strategy 9 Details		Reviews			
Strategy 9: Encourage parents to register to view their child's grades through Parent Portal through Ascender. TC 2a,b,c,d,6,9 Strategy's Expected Result/Impact: Increase of parental awareness in academic performance of students Staff Responsible for Monitoring: Principal Asst. Principal PIEMS Coordinator All Teachers/Staff All Parents Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Mar	May	June
					
Strategy 10 Details		Reviews			
Strategy 10: Construct a written parental involvement policy separate from campus handbook and design a School-Parent Compact outlining how parents, staff, and students will share responsibility for improved academic achievement TC 1,2e,6,8 Strategy's Expected Result/Impact: Increase of parental awareness in academic progress and performance of students Staff Responsible for Monitoring: Principal Parent Liaison Campus CIP Team Parents Teachers Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Mar	May	June
					

Strategy 11 Details	Reviews			
Strategy 11: Hold parent meetings to discuss higher education opportunities, including grants, admission and financial aid information, and the need for making informed curriculum choices; hold Education: Go, Get It! Week(s) plus BMS counselor will meet with students throughout the year in group sessions. TC 2a,b,c,d,e,6,9,10 Strategy's Expected Result/Impact: Increase parental & student awareness of educational opportunities available for their child(ren) & themselves Staff Responsible for Monitoring: BMS Counselor BHS Counselor All Teachers/Staff Principal/AP Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10			\$0.00
4	1	8			\$28,785.00
Sub-Total					\$28,785.00
RLIS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10			\$0.00
1	1	11			\$3,700.00
4	1	9			\$2,670.00
Sub-Total					\$6,370.00
Grand Total					\$35,155.00

Addendums